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ABSTRACT

In order to evaluate resident and non-resident experiences in relation to a home management program, questionnaire responses were solicited from a select group of home economics graduates. Based on analysis of data collected by questionnaire, it was found that 84 percent of the resident group and 60 percent of the non-resident group stated that, given the opportunity, they would still enroll in the same home management course. Reasons given by the residents who would change were adjustment of schedules for marriage, money, and part-time employment. Further, 40 percent of the non-residents would now select the resident course because they thought they would learn more. Among the several suggestions for program improvement offered by the respondents is that individual and group projects for both resident and non-resident students be improved. (Author/JS)

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Research Report

SURVEY FOR COMPARISON OF EFFECTIVENESS OF HOME MANAGEMENT WITH RESIDENCY VS. HOME MANAGEMENT WITHOUT RESIDENCY LABORATORY 1966 - 1968

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U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

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CHAPTER I

INTRODUCTION

The topic "Survey for Comparison of Effectiveness of Home Management Residency Versus Home Management Non-Residency Laboratory," encompasses such diversified subject matter as decision making and the management process. It includes experiences in group living, opportunities related to the culture and social environment, relationships of individuals, and health practices. Important in the practice of management principles are: work simplification in all work areas, management of food, equipment, and furnishings, management of time, energy, and money, the self evaluation of managerial experiences and the evaluation of total-group living experiences.

Application of Management Principles takes place in varying degrees in the life of every individual. The effectiveness of the results depends on knowledge, ability to assume responsibility, decisions made related to use of goods and services available, and the use of resources of time, energy, and money.

Limited resources, rapid social change, and the increasing interdependence of people upon each other emphasizes the complexity of management decision-making activities for individuals or households.

In 1965, the Accreditation Committee of the American Home Economics Association defined a home economist as follows: "A home economist is a college graduate who has studied in all the following areas: family economics and home management, family relations and child development, foods and nutrition, housing, interiors and equipment, textiles and clothing. In addition, the home economist works professionally as an expert in one or more of these areas."

The application of home management principles requires physical facilities, teaching personnel, and adequate budget to operate the laboratory. Arrangements for making these resources available are different at each institution. Rapid increases in enrollments, and the desire to develop new majors have strained the budgets of many Schools of Home Economics.

In campus laboratories students learn the principles for food preparation, institutional management, and clothing construction. In order to practice these skills under trained supervisors, universities provide laboratories with refrigerators, ranges, electronic ovens, various types of sewing machines, and other appropriate equipment. For Child Development classes a campus laboratory is provided where students can observe and interact with children in nursery school. Likewise, resident living experience as a method for teaching home management principles provides a situation on a twenty-four hour basis similar to that in which the learning will later be used in group living relationships and experiences.

In a home-like environment practice, experimentation, and analyzing work, while it is in progress, similar to that in other laboratory courses takes place. As the responsibilities rotate from hostess, to cook, to housekeeper, to laundress, the student becomes involved in independent decision-making. These situations include decisions for such activities as menu planning, entertaining, cleaning, activities for groups, campus class schedules, and living with a budget for time, energy, or money.

Unlike most other home economics laboratories, an analysis is done by the group as well as the individual and the faculty advisor. Through multi-evaluations, the student learns through group dynamics her own managerial abilities, and personal adjustment needed in a group situation in

resident living. The student has an opportunity to apply knowledge and remove deficiencies for subject matter areas other than home management.

In the non-residency course, students living at home or in apartments used their own residence for home management projects. However, there were the many students in dormitories who had no "laboratory" experiences. The instructors of the non-resident classes were unable to control the facilities used or to give close supervision as is possible in the resident course. Instruction had to be individualized in the non-resident classes. The demand on faculty time increased and it appeared that instructors were unable to teach the non-residency classes with the detail found in resident experience. Some students observed family living; but this permitted a very limited amount of independent decision-making.

STATEMENT OF THE PROBLEM

Several factors indicated the need to study the home management laboratory courses at Stout State University. The fall of 1965, the larger of the two home management houses was taken to provide a laboratory and office space for the development of a training program for teachers of early childhood education. The length of time the students lived in the residence remaining was reduced and for married students the resident living requirement was waived. However, only twenty-eight to thirty students in four groups could be enrolled each semester in the available house. Each semester, fifty to seventy-five students were enrolled in home management without resident laboratories.

The change from the use of a resident facility to the use of individual projects took place as enrollment increased. This directly affected the type and scope of learning possible in the non-resident laboratory. The number of students wishing or required to enroll in a home management

laboratory course continued to increase. The available resources of faculty, time and funds were too limited to keep pace with increased enrollments. In other words, it became increasingly more difficult each year to meet the home management laboratory needs. Could the non-resident course be considered an adequate substitute for resident living? As an alternate method, what were the strengths and weaknesses of this course in the application of home management principles? Did it fill a demonstrable need? Did it offer experiences that could be obtained easily elsewhere or at least well? Had desired changes occured?

At the end of three years, a consideration of these factors lead to the decision to analyze the results of the two management courses. Did the non-resident course provide learning experiences of comparable value to that of the traditional residence laboratory? What should this course include in order to serve its purpose? How can it vary from the resident course and still meet the needs of the students?

The study began in October, 1968 with a review of purposes of home management resident living. Could a study of the evaluation of the two laboratories, resident and non-resident, from students in the graduating classes for 1966, 1967, and 1968 provide information regarding the place of these courses in the training of the home economist? Follow-up made at the end of three years appeared sufficient in time to test the outcome. The students who had majored in home economics education were the population selected for this study. This group should be representative of all graduates. Every individual fluctuates in his behavior and outlook on life. A study "in retrospect" gave these graduates time to "test" the extent to which their undergraduate studies were meeting their present needs.

Periodically, there is a need to re-evaluate not only the courses which carry the home management title, but also the courses which carry home management units. Course content needs to be considered in the light of the modern American Society and realistic family living as it is occuring in the United States.

The goals of family centered teaching are the consequences of interdisciplinary study and those who aspire to teach in this manner find it necessary to integrate ideas of more than one discipline.

The School of Home Economics faculty integrate management concepts within all areas of home economics. Teachers, whether they are in a junior high, senior high, vocational school, resident teaching in a University, Home Economics Extension, or other adult programs need a strong background in home management. Are the courses meeting the need of the graduates?

OBJECTIVES OF THE STUDY

The primary purpose of this investigation was to make an empirical study on information about the variables which might indicate some of the differences in the needs of special groups in the required home management laboratory courses.

There were two aims in analyzing the factors which may cause variations in the adequacy of home management instruction with University seniors. The compared groups represent the same population. The two aims were:

1. To learn the extent of uniformity in the outcome of the results with the control group and the experimental group, and
2. To learn of the differences, if any, which may exist in the outcome of the results with the two groups from which the sample was obtained.

CHAPTER II

REVIEW OF THE LITERATURE

Studies have been made on the traditional resident home management course. A non-resident course has been introduced on some campuses for married students. These students have used their own homes as their laboratory.

Reports of studies for the experimental courses as conducted at Stout State University were not found in the literature.

CHAPTER III

PROCEDURE

Identifying the Requirements of the Data

Identifying the requirements for the data to be included in the questionnaire were based upon the text used for the home management theory course. The text used is by Gross and Crandall, Management for Modern Families, 2nd edition. This edition is designed primarily for courses in home management offered at the college level. Home Management has unique characteristics that differentiate from management as carried on in business and industry.

Each specific resource - time, money, energy, interests, or abilities - has a given body of knowledge and entails a set of learning experiences. In the home management practice house learning experiences are planned to enable students to try out various phases of management related to their own situation as a member of a group. These experiences are of two types (1) decision making and (2) activities based on physical participation.

The resident advisor for the Home Management House expressed in general terms the reasons each characteristic was selected and these were formalized and included in a precoded questionnaire. These respondents were requested to complete an attitude inventory in terms of general satisfaction. Space was provided at the end of each category for those who were significantly more or less favorably impressed to express their feelings.

Selecting the Population

The Home Economics Education Majors from the 1966, 1967, and 1968 graduating classes who had enrolled in the undergraduate home management resident course were used as the control group. The respondents who had enrolled in the new course substituted for resident living were to be considered as the experimental group.

Through the alumni office, addresses were obtained for two hundred and eighty-two graduates of the 1966, 1967 and 1968 senior classes.

Planning the Research Design

How can the data about home management laboratories be brought up to date to better serve modern needs? The modernization process requires a massive research effort but the task must be started on a small scale with a pilot study. Can statistics lead directly and simply to the needs? Reasonable estimates of needs are of great importance in planning and later in evaluation of home management programs. Behavioral science statistical details are needed for input to the home management planning process. One function of this pilot study is to provide data for this purpose.

Meaningful statistics can be the cornerstone of rational decision making...and the need for more and better information...more and better statistics will be greater in the future than it is today.

Descriptive statistics based on frequencies and percentages determined on a five scale evaluation were to be obtained through a precoded questionnaire. An analysis of second and third factors were to be considered in the interpretation of the results.

Developing the Questionnaire

The questionnaire was developed, pre-tested, and after several revisions, was condensed to four pages.

Page one of the questionnaire requested general information about the respondent. These items were present title and position, years in present position, undergraduate home management course selected, academic year enrolled in laboratory course, and the period in the semester for the resident laboratory experience. Question nine was used to obtain data "in retrospect" of the respondents experiences while on the campus. This

question was "If you had the opportunity to enroll in a University Home Management laboratory for the first time next semester, would you enroll in the laboratory course (a) resident, or (b) non-resident?"

The discussion which follows is based on the general guidelines currently observed by the resident advisor. Items 12-73 of the questionnaire are considered.

General Experiences in Planning for Group Living

The Home Management House is a laboratory where six or seven students and a resident advisor live in a home-like atmosphere. The group carried on their regular campus classes and also assumed responsibility for the operation of the house. The schedule is comparable to that of a family where the mother has employment outside the home and the responsibilities of operation of the house are shared.

Question 12: The house furnishings are based on middle class standards. The house plan allows flexibility in creative arrangements of furnishings.

Question 13: At general house meetings each group establishes guidelines to meet special individual needs and the campus schedules of the entire group as considered.

Question 14: It is a function of the group to divide the responsibilities fairly and the responsibility of each individual to accept the assignments as planned by the group. Should emergencies arise, an exchange of duties is planned on a day to day basis.

Question 15: Students evaluate their cooperation with supervision by faculty.

Question 16: The food purchases are the largest item in the budget. Occasionally the group may eat out. The cost of this food is compared to that of a meal prepared at home.

Question 17: A weekly budget provides for the expenses for the household operating items.

Question 18: Each group plans for entertainment costs in money, time and energy.

Question 19: The group learns the activities needed for each assignment for the entire period. As the activities are rotated the individual, the group, and the advisor compare the quality and quantity of the results.

Question 20: The group plans a calendar showing the dates and assignment rotations for each person.

Question 21: After the calendar for work activities is completed, a calendar is planned for group activities. Individual schedules may then be planned for study, dating, and campus events.

Planned Opportunities for Social Usage

Question 22: Groups incorporate the observance of special holidays, birthdays, etc. in their plans for themselves and for entertainment of their guests.

Question 23: The group reviews the guidelines for social graces needed for regular or special functions. They observe these guidelines in day-to-day resident living.

Question 24: The student who is hostess for the day is responsible for planning the table conversation appropriate for the occasion and for guests who may be present.

Question 25: The group studies the finer points of table etiquette and observes those that are appropriate for the occasion.

Family Life and Individual Relationships

Question 26: Students are encouraged to "be themselves" but never to overlook or fail to respect the values of others.

Question 27: When conflicts are considered by the entire group, compromise usually occurs without the assistance of the advisor.

Question 28: Short and long term goals are planned and standards are established and evaluated by the group.

Question 29: Most students respect, accept, and live by group decisions.

Question 30: Students not only evaluate each other, they also evaluate themselves. Through these evaluations students recognize their strengths and weaknesses in management of relationships.

Question 31: Students are to make decisions, but they should seek assistance when they think they need help.

Family Heath and Sanitation Practices

Question 32: The home management residence is considered a campus laboratory, therefore, the student dresses appropriately as she would for attending any other campus class.

Question 33: Instruction is included on the care of refuse, garbage, and the operation of ventilating systems.

Question 34: Procedures as related to the maintenance of health are demonstrated for hand and electric dishwashing.

Question 35: The group is taught to be alert to symptoms of abnormal health. When the need arises a student may be referred to the University Health Service for guidance. The group plans for special needs of those with allergies or special diets.

Question 36: Students are informed about the available first aid supplies and are expected to maintain the needed inventory.

Question 37: A clinical thermometer is available and students are advised to use it when information may be needed for a medical report.

Question 38: Members of the group who are communicable disease suspects are isolated and do not eat meals with the group.

Question 39: When illness is present the household schedule is adjusted to protect the "well" members of the group. Persons who are ill are excused from food preparation and do not handle dishes or other items used by other members of the household.

Study of Storage and Work Areas

Question 40: Equipment is stored in the kitchen as closely to point of first use as space permits.

Question 41: Duplication of small equipment may be necessary if this saves time and steps.

Question 42: When possible equipment is stored in a location where it is easy to see, reach, and grasp. Since the students represent a range of heights from less than five feet to near six feet, the kitchen storage is arranged for the person of average height.

Question 43: Storage arrangements should be attractive as well as convenient.

Question 44: Cleaning equipment used frequently is stored near the location where it is used the most. Duplication on each floor may be desirable.

Management of Equipment and Furnishings

Question 45: A variety of small equipment is available. Students are encouraged to use as many types of equipment as possible.

Question 46: To prevent fatigue, time and motion, as related to body mechanics is studied.

Question 47: A variety of floor coverings provide opportunities to practice cleaning methods.

Question 48: Several types of coffee makers are available. Students are encouraged to become familiar with all types.

Question 49: A variety of wood finishes in the home management residence and furnishings provide many laboratory experiences. Students learn to preserve the original appearance of the finish.

Question 50: Most students need instruction and practice in acceptable laundry practices. At the commercial Laundry-Mat, clothes are often poorly sorted, crowded in washing and over heated in drying. Many modern textiles finishes need special treatment.

Food Management

Question 51: When students learn the days they will be responsible for food preparation, they plan nutritionally balanced menus for the entire period.

Question 52: In addition to nutritionally balanced meals for several days, there are daily food budgets that must be maintained. If one item is more expensive than planned, it may be necessary to adjust the menu or select another item in order to balance the budget.

Question 53: The students are encouraged to plan a variety of menus. This makes it possible to compare costs, preparation time, and nutritional values.

Question 54: The principles of proper food storage are followed. Variations in temperatures in different areas of the refrigerator, storage in open cupboards, and storage of left-over food are all considered for perishable and staple supplies.

Question 55: All students in the home management resident carry a full class schedule. The period of several days when an individual is in charge of food preparation is a real test of their ability to manage time, energy, and money.

Question 56: The individual in charge of food preparation also plans the duties for her assistant. She has a different assistant each day.

Question 57: Each member of the group has opportunities to demonstrate their artistic abilities in food arrangements, table settings and room furnishings.

Question 58: When each student plans a variety of menus there are many opportunities for the group to compare the efficient and effective ways of serving food.

Self-evaluation of Managerial Experiences

Question 59: One of the most important experiences the individual student has is in the comparison of the final product of her own menu planning with that of others in the group. This evaluation includes comparison of color, texture, nutrition, preparation time, and cost.

Question 60: The student in charge of food preparation selects the store or stores where she shops. She shops when it is most convenient for her.

Question 61: Students pay a daily fee. The total fee paid by each student is based on the number of days she is in residence. The income and receipted bills must balance for each group. The group is responsible for keeping their records.

Question 62: On a rotation basis, each member of the group takes her turn as hostess. The specific duties depend upon the schedule of activities planned for the group.

Question 63: Depending upon the schedule at any given time, some members of the group were directing the activities of others. Therefore, each person had opportunities to direct others and also to function as assistants to those in charge. In a pre-planned written schedule the identification of those who did not complete assigned tasks was easy.

Question 64: All household tasks gave the students an opportunity to practice the works simplification methods learned in other courses.

Question 65: Each student had the opportunity to do self- and group-evaluation. Individuals seldom disagreed with the group evaluation.

Evaluation of Total Group Experiences

Question 66: Democratic procedures are used in developing group plans. Therefore, each member of the group has the opportunity of indicating her choices in over-all planning. Each individual has freedom of choice in developing the tasks she does or directs.

Question 67: Group goals are established in house meetings. All share in selection of the goals.

Question 68: The efficiency of organization for group activities are planned by the group. Since there is rotation or responsibilities for groups and for individuals there are many opportunities in evaluation for individuals to determine the efficiency with which specific tasks are accomplished.

Question 69: Paid services are used infrequently. Sometimes in an emergency, laundry is sent to commercial establishments.

Question 70: Entertainment is fitted into the schedule in many ways. Friends, both men and women are often entertained in the evening at snack time. If a member of the group is absent from a meal, the person in charge of food preparation invites one of her friends. In addition to these groups, faculty and staff are entertained.

Question 71: As the length of time in residence has been reduced, the number of credit hours have been adjusted in order to be in line with the time spent in other laboratory courses. As the period of time has been decreased, there has been less opportunity for the members of each group to make decisions and practice many of the details of management.

Question 72: When the time for residency living was shortened, the free time in the schedule was also decreased. Absences of members of the group during the short resident period often created problems or even hardships on their co-workers.

Question 73: Work load is planned by the group and is divided so that there is adequate time for study and campus activities. An individual may devote as much personal time as she desires to her own individual assignments. Other assignments may need to be shared.

CHAPTER IV

PRESENTATION OF THE DATA

Description of the Population

A pre-coded questionnaire was mailed to two-hundred eighty-two home economics education graduates for the 1966, 1967, and 1968 classes. Approximately fifty percent responded. Forty-one percent of the respondents had lived in the home management residence, the Amon House. Replies came from fifteen states and the Marshall Islands. Slightly over two-thirds of the replies were from Wisconsin. In descending order, others were Minnesota, Illinois, Michigan, Iowa, California, Texas and Washington. The remaining states had one reply each.

Two-thirds of the respondents were teaching home economics. Of this group, eighty percent were teaching in the senior high school. Ten percent were attending graduate school and the same number were home-makers: twice as many as the number who enrolled in the non-resident course. More of those enrolled in the resident course held positions in government than in the non-resident group.

Over sixty percent of the total group had been in their present position for only one year, while twenty-five percent had held their present positions for two years. Twice the number of non-resident students enrolled in the resident course had held their position for three years. More of the resident group were teaching in other states than the non-resident group. The largest number of respondents were from the 1966-67 graduating class, second was the 1967-68 and third was 1965-66.

Students enrolled in the non-residency laboratory were requested to describe the general nature of their indidual project.

The most popular project was food management while the management of the budget and records ranked second. Tying for third place were management of time and energy and the management of cleaning aids. Ranking fourth was the management of space in the kitchen and tying for fifth place was management of storage and work simplification practices.

Since the projects and laboratory course were conducted concurrently with the teaching of management principles in the theory course, students in the resident laboratory were requested to indicate the period in the semester they had lived in the home management practice house.

The students living in the home management resident house were the control group in this study and the students enrolled in the non-resident course were the experimental group.

The furnishings in the Amon House, the home management residence, are comparable to those found in the average mid-western middle class home. Ninety-seven percent of the respondents who had enrolled in the home management laboratory considered the Amon House furnishings adequate. Students who lived in the home management residence the later part of the semester considered their experiences more helpful than those who had their laboratory experience earlier in the theory course.

In Retrospect: Resident or Non Resident Course

In response to the question: "If you had the opportunity to enroll in a University Home Management Laboratory for the first time next semester, would you enroll in the laboratory course (a) Resident, or (b) Non-resident? Why would you make this choice?"

Of the total respondents, fifty-eight percent had enrolled in the non-resident laboratory. Of this group, sixty percent would enroll in the course again. Of the forty-two percent of the total group who initially

enrolled in the resident laboratory, eighty-five percent would again enroll in the resident course. Of the total group, twelve percent were married. Sixty-seven percent of the non-resident respondents were sharing an apartment or house, and thirty-three percent lived in a dormitory.

The responses for the total group are summarized under four headings: (1) Non-resident students who would choose this course again, (2) Non-resident students who would select the resident course, (3) Resident students who would select the non-resident course, and (4) Resident students who would select the same course again. The reasons the respondents gave for making these choices are discussed below:

Non-Resident Students Who Would Choose This Course Again

Of the respondents who had credit in the non-residency home management laboratory, sixty percent would register again for this course. Twenty percent of these respondents had enrolled in the non-residency course in 1965-66, thirty-three percent in 1966-67, twenty-seven percent in 1967-68, and the remaining number had taken the course during a summer session.

Of those who would enroll in the home management non-resident course again, twenty-six percent were married. Typical quotations from these respondents were: "Because of my marital status, I would select the non-resident course" or "as a married college student, applying knowledge at home was beneficial."

Thirty-two percent were sharing an apartment with other students. A few of these respondents considered the extra expense of a resident course was either a hardship or an unnecessary expense. Quotations were:

> "I feel the experience isn't necessary as many live in apartments where they get experience."

"I lived in an apartment with five other girls and felt I was receiving worthwhile experiences this way."

"I lived in off-campus housing...however, girls who live in a dorm...miss out on a lot of experiences one gathers from living in an apartment, preparing food within a budget for several days...and cleaning the house on a schedule."

Thirty-six percent of this group questioned the necessity of the resident course. Forty-four percent of these respondents considered resident living as unrealistic. Quotations were:

"I don't feel that the resident course offered is realistic."

"In home management house, life is too formal and artificial ---also, don't want to move everything for three weeks."

"Because I feel you get a more realistic view of home management by living in an apartment".

Thirty-three percent of these respondents would prefer the non-resident course because the required work was spred over the entire semester. This relieved the students of the pressure created because of the short period of time they were in resident living. Quotations from these students were:

"Resident course - too much pressure."

"I do not like to feel I am under pressure while working, studying, etc."

"I don't think I had the nervous tension that residents had."

"less tension - more meaningful for individual if living in an apartment."

A few students who would enroll again in the non-resident laboratory experience indicated that this course required less pressure and less time, and it fit in better throughout the semester with other courses. About five percent preferred more casual living than possible through "supervised housekeeping."

Non-Resident Students Would Select the Resident Course

This group represents forty percent of the non-resident students. Ten percent of the group would select the resident course if they had the opportunity to enroll in a home management laboratory course for the first time even though they indicated that they were married.

Sixty percent of the group shared an apartment while enrolled in the non-resident course and the remainder lived in a dormitory.

The reasons given for choosing the resident course instead of the non-resident course can be grouped under one of six categories. These are : (1) a valuable experience, (2) discipline is beneficial, (3) worked part-time, could not fit into schedule, (4) non-resident course not as practical, (5) registration closed, (6) married, but would recommend for non-married.

Quotations typical of these six groups are:

(1) Valuable experiences:

"In retrospect - I feel I missed an opportunity by not living in the house."

"Would have liked the experience."

"I think the girls in the resident course learned more, as they had to apply classroom principles."

(2) Discipline is beneficial

"I feel it is good to live under strict discipline as in the home management house - also, it gives persons a chance to live with others, rather than only best friends."

"Because I feel the discipline demanded is beneficial to all. Some girls when leaving the university still don't know how to clean and when to do it."

"I feel I missed quite a bit by not being able to put facts to use with a supervisor there."

(3) Part-time work interferred with schedule.

"If I were not working, I think it would be very valuable... The girls said it was fun and profitable to live in the house."

(4) Non-resident course, not practical.

"I think I would have gained more from the resident experience, more true to life."

"The non-resident course was not practical or profitable, need to experiment."

"I don't feel that I learned that much in the non-residency - lots of busy work..."

"In the non-residency course, we had so much to do for a full semester and we really didn't benefit from all the assignments."

(5) Registration closed.

"I wanted the resident course originally, but it was filled by the time I registered."

"I feel it is a valuable experience that should be made available to more girls and for a longer period of time."

(6) Married students.

"I think the experiences would have more concrete meaning in the residency course."

Resident Students Who Would Select the Non-Resident Courses

About fifteen percent of those who had enrolled in the resident course would, if enrolling for the first time, register in the non-residency course. Of this group, twenty percent were married. A similar number considered the cost of maintaining an apartment and resident living was a hardship. Others who lived in apartments considered this practical experience adequate. The suggestion was made to have the home management resident course before the senior year since many students carry an overload all semester and the added pressure of the concentrated training period in resident living is not practical.

Resident Students Who Would Select the Same Course Again

There were eighty-five percent of those who had enrolled in the resident course who would register for the same course again.

Several compared the resident course to reports concerning the non-resident course. A few moderate comments representative of the group were:

"It seems a --- more educational experience than a project conducted in a dorm room or in many of the college apartments."

"I feel no theory course could possibly compare with the resident course and I could have enrolled in either course at the time."

"I felt that I could learn more living in a home management situation rather than 'ideal' planning in non-residency."

"I feel the experience of 'doing' is more meaningful than the paper work carried out as a non-resident."

There were Many Who Considered the Resident Course as Invaluable

"Living in the home management house was one of the most valuable experiences I had at Stout."

"Application of theory is more realistic and personally rewarding under good supervision."

"The experience gained from living in the house just could not be replaced."

"First hand experiences are more meaningful, text books can't describe attitudes, feelings, and responses to actual situations."

"It is an invaluable course for which there should be a mandatory requirement."

"If a student only has the opportunity to live in a dorm situation, the experience of buying and planning meals for several days for a group is invaluable. The responsibility of the care for a house is also valuable."

"You are actually living what is being taught. Learn more - gain new and close friends."

"Beneficial because of practical application, also fun getting to know and socialize with other girls."

"I learned many valuable management techniques that I could put into practice under the supervision of an instructor."

"I believe the persistance learned will help establish better habits, better relations with others and most of all a better look at one's self image."

"I was most pleased to answer the questions on your evaluation form. Living in the home management house is an experience each girl would profit from. It enables her to practice and apply what she has learned with proper supervision. My own personal experience in the home management house stands out as one of the most valuable and delightful experiences at Stout."

Experiences in Home Management

The experiences in Home Management were based on those for the control group, those who had the resident course. Sixty-seven percent of the respondents who enrolled in the non-resident course reported that they shared an apartment or a house. Therefore over seventy percent of the total respondents had an opportuntity to practice home management principles while enrolled in one of the two home managment courses.

Respondents were requested to evaluate home managment experiences as: (1) Non-existent; (2) Inadequate; (3) Adequate; (4) Very helpful; or (5) Most helpful.

General Experiences in Planning Group Living

The evaluation of the control group experiences will be compared with the evaluation of the experiences of the experimental group. The results of the respondents' evaluations for the adequate, very helpful, and most helpful classifications are presented in this report.

Almost eighty percent of the control group considered their participation in formulating satisfactory group guidelines had been adequate while less than fifty percent of the experimental group reported their experiences as satisfactory.

Over ninety percent of the control group reported that students participating in their shared experiences had accepted the responsibility for work as indicated at group house meetings. Forty-five percent of the experimental group or one half that of the control group reported that those with whom they lived accepted responsibility for the work as planned.

The differences between the control group and the experimental group were less in the determination of the distribution of the budget than in planning other experiences for general group living. Seventy-seven percent of the control group considered they had a part in the determination of the distribution of the daily food budget while sixty percent of the experimental group considered this a satisfactory experience.

The percentage of those who considered the determination of the budget for weekly items and for entertainment satisfactory were fifty-eight percent for the control group and fifty-six for the experimental group and forty-two percent for the control and thirty-seven percent for the experimental groups, respectively.

Eighty-seven percent of the control group listed the activities for each job while only three-fourths of the experimental group who lived in an apartment or house did this planning in detail.

Only two-thirds of the control group considered the calendar showing job rotation was adequately planned while the experimental group was less than half of this number. The poorest planning for the general experiences for group living for both groups was for the calendar for group entertainment and free time. Only one in three of the control group considered this adequate while it was only one in eight for the experimental group.

Some respondents in the control group thought more freedom was needed in planning schedules. Others recognized that as the length of time they lived in the resident laboratory was decreased, more of the planning and designation of assignments had to be done by the resident advisor. Those who had lived in an apartment with friends had found that it was not always easy to get their "close friends" to clean, do dishes, etc., and they considered the home management resident supervised living of doing specific tasks at specific times as a valuable experience for them.

The respondents in the experimental group thought it would have been helpful if they had had supervised group living experiences during the home management course. Most of the respondents who share apartments with friends were of the opinion that this experience could have been a lot better if they could have had faculty supervision in their own apartments for a semester. In most of the non-resident sections group living was not even discussed in class by the instructor.

GENERAL EXPERIENCES IN PLANNING FOR GROUP LIVING	EXPERIENCE EVALUATION PERCENTAGES					
	Adequate		Very Helpful		Most Helpful	
	Resi-dent	Non-Res.	Resi-dent	Non-Res.	Resi-dent	Non-Res.
Participated in formulating satisfactory group living guidelines.	36.9	18.5	28.7	17.3	14.0	13.6
Accepted responsibility for work indicated by group house meetings.	22.8	19.8	40.3	8.6	28.1	17.3
Determined distribution of budget for daily food, meals out.	22.8	19.8	22.8	18.5	31.6	22.2
Determined distribution of budget for weekly flexible items.	24.6	22.2	19.3	17.3	14.0	16.0
Determined distribution of budget for entertainment.	26.3	21.0	8.8	7.4	7.0	8.6
Planned group work and listed activities for each job.	33.3	37.0	22.8	4.9	21.0	9.9
Planned calendar showing dates and job rotation for each person.	29.8	19.8	17.5	7.4	19.3	9.8
Planned calendar for group entertainment and free time.	24.6	11.1	1.7	1.2	7.0	1.2

Planned Opportunities in Social Usage

Only two in five of the experimental group considered their opportunities in social usage as adequate to most helpful while the control group ranged from two in three who considered the ways of entertaining of guests adequate and nine in ten considered the responsibility of the hostess and group table manners as adequate. It should be noted that the respondents were seniors when enrolled in the home management course.

Most of the respondents in the control group would have liked more entertainment of guests. They had enjoyed the planning, serving, and evaluation of the food preparation. They thought more stress was needed on relaxation and the entertaining graces other than food preparation. Boy friends, if they were brave enough to visit the house, were ill at ease. However, by the end of the residency, most of the girls felt much more poised and thought there should be a place to teach the social graces to college boys so they would also feel at ease.

Many of the respondents in the experimental group thought: "apartment living becomes too casual too often," and therefore their actual experience in social usage was limited. They stated that the actual practice helps one remember the principles to use. Many wished planned opportunities in social usage could have been incorporated into the non-resident course--a meal, a party, or a tea, but on a smaller basis than those experienced in meal management. This type of information was considered extremely useful and most essential for all those now teaching home economics in the secondary schools.

PLANNED OPPORTUNITIES IN SOCIAL USAGE	EXPERIENCE EVALUATION PERCENTAGES					
	Adequate		Very Helpful		Most helpful	
	Resi-dent	Non-Res.	Resi-dent	Non-Res.	Resi-dent	Non-Res.
Incorporated acceptable ways of entertaining guests.	28.0	23.4	21.0	8.6	19.3	8.6
Proper introductions and other social graces practiced.	36.8	25.9	26.3	9.9	15.8	4.9
Hostess responsible for conversation.	28.0	29.6	35.0	4.9	26.3	6.2
Poise in table manners stressed.	25.1	22.2	17.5	8.6	45.6	13.6

Individual and Group Relationships

One in five of the experimental group considered the opportunities for group relationships non-existent. There were forty-two percent of the control group who felt their experiences in individual and group relationships had been adequate while fifty-one percent considered their experiences as either very or most helpful. For the experimental group these percentages were forty percent, twelve and fourteen, respectively.

Seventy-seven percent of the control group found their experiences in helping to resolve group conflict satisfactory while only one in two of the experimental group rated this experience as adequate.

The percentage of the respondents who considered the setting of goals and standards for the group adequate was seventy-seven for the control group and fifty-four for the experimental group.

The control group believed that almost nine out of ten lived by the decisions made by the group while only one in two of the experimental group considered individuals with whom they worked were loyal to group decisions.

Nine out of ten of the control group considered the self-evaluation satisfactory while three in five considered it very or most helpful. Only two in five of the experimental group rated their experiences as adequate.

There were two in three of both groups who felt they had opportunities for making decisions.

Comments from the respondents of the control group included:

"In making these decisions in the home management house, you certainly learn to accept the consequences."

"This (home management residence living) was one of the better areas, I felt. It is one area which the student can very easily carry over into everyday life."

"Living with a group of strangers in the residency course makes you much more aware of the values and feelings of others."

"Decisions were usually made so that the grade would be good."

The Comments from the experimental group were:

"I don't feel this can be taught in a classroom."

"I learned in living in an apartment with six roommates."

"Through apartment living I was able to learn to live with other girls with different family backgrounds."

"Very theoretically studied in the classroom (non-resident course) - and not very useful or practical, however."

"could use much more in all of these..."

INDIVIDUAL AND GROUP RELATIONSHIPS	EXPERIENCE EVALUATION PERCENTAGES					
	Adequate		Very Helpful		Most Helpful	
	Resident	Non-Res.	Resident	Non-Res.	Resident	Non-Res.
Respect values of others.	42.1	39.5	22.8	12.3	28.1	13.6
Help resolve group conflicts.	36.8	28.4	21.0	11.1	19.5	11.1
Assist in setting goals and standards for group.	38.6	38.2	28.1	8.6	10.5	7.4
Live by group decisions.	36.8	35.8	17.5	6.2	33.3	9.9
Self evaluation.	31.6	12.3	29.8	14.8	28.1	16.0
Opportunities for making decisions.	26.3	30.9	24.6	16.3	15.8	18.5

Health and Sanitation Practices

Ninety percent of the respondents in the control group regarded their dress as appropriate while preparing food.

The experimental group implied their dress was more casual with only forty percent indicating they considered their dress as appropriate for food preparation. Nine out of ten of the control group considered the dishwashing techniques as proper while this was only six in ten of the experimental group.

Three in five of the control group thought that the ventilating system was adequate while only one in five in the experimental group considered this satisfactory in their private housing unit.

The remaining experiences in the category of Health and Sanitation practices were dependent upon the general health of the group. In the absence of illness, the several adjustments necessary to protect the health of the group were only occasionally experienced. These experiences were to be observations of abnormal health conditions, knowledge of first aid supplies, use of clinical thermometer, and serving meals to isolated members.

The respondents in the control group thought with the exception of the appropriate dress and proper dishwashing, more experience was needed for the other areas mentioned in this category.

The respondents in the experimental group stated that although this category was omitted in the non-resident laboratory, some information was covered in Family Health, Meal Management, and Home Equipment. They could have benefited through more suggestions on cleaning agents, and perhaps overall instruction in the Family Health Course.

HEALTH AND SANITATION PRACTICES	EXPERIENCE EVALUATION PERCENTAGES					
	Adequate		Very Helpful		Most Helpful	
	Resi-dent	Non-Res.	Resi-dent	Non-Res.	Resi-dent	Non-Res.
Appropriate dress for preparation of food	43.9	25.9	22.8	6.2	22.8	7.4
Ways to control odors in household.	31.6	12.3	14.0	3.7	17.5	2.5
Proper dishwashing procedures.	38.6	34.6	19.3	16.0	31.6	8.6
Observation of abnormal health conditions of the group.	24.6	17.3	10.5	4.9	12.1	7.4
Knowledge of adequacy of first aid supplies.	29.8	13.6	7.0	2.5	3.5	4.9
Use of clinical thermometer.	21.0	11.1	---	1.2	5.3	4.9
Serving meals to isolated members while ill.	14.0	11.1	3.5	---	3.5	6.2
Adjusting household to protect health of group.	24.6	16.0	8.8	---	7.0	6.2

Study of Storage and Work Areas

The control group had more opportunities to study storage and work areas than the experimental group. Over three-fourths of the control group rated this unit as adequate or most helpful while less than two-thirds of the experimental group thought the unit was satisfactory.

The respondents in the control group thought to plan or rearrange stored items would have been a valuable experience but this had been planned before they entered the house. They considered the kitchen adequate, but not ideal, as some equipment was not easily reached and storage arrangements were crowded and not always attractive. Cleaning equipment was stored on each floor.

A few of the respondents in the experimental group who lived in apartments had special projects on storage; others had gained information on storage through courses in meal management and household equipment. Most of the respondents thought the non-resident course was very weak in this area.

STUDY OF STORAGE AND WORK AREAS	Experience Evaluation Percentages					
	Adequate		Very Helpful		Most Helpful	
	Resi-dent	Non-Res.	Resi-dent	Non-Res.	Resi-dent	Non-Res.
Kitchen storage point for first use.	31.6	25.9	19.2	18.5	35.0	25.9
Coordinated tool storage with work space.	33.3	25.9	21.0	22.2	33.3	24.7
Stored equipment easy to see, reach, and grasp.	24.6	24.7	28.1	23.4	28.1	22.2
Planned arrangement of storage	26.3	22.2	15.8	17.3	22.8	16.0
Location of cleaning equipment by floor location.	35.1	21.0	22.8	23.4	33.3	13.6

Management of Equipment and Furnishings

According to the respondents in the control group, the strongest areas in the management of equipment and furnishings were the use of small equipment and the care of laundry. Weaker areas were the care of floor coverings and wood surfaces.

The respondents in the experimental group considered this category as one of the poorest units in the non-resident course. The ratings on the adequacy or helpfulness of the group ranged from a low of twenty-five percent to a high of forty-six percent.

Comments of individual respondents in the control group indicated more training was needed in the management of equipment and furnishings. A few of these comments are listed below:

> "As mentioned previously, I felt I was not adequately prepared for housekeeping tasks. Experiences with additional small equipment would be beneficial - blender, electric knife, electric can opener were not provided when I lived there."
>
> "Rotation of duties gave a variety of learning experiences."
>
> "Discussion in class was not adequate - too general - would like some concrete examples and ideas of technique to use, even though, generalizations are being taught. I still do not know exactly what type of floor cleaner or wax to use on what floor and how and why!"
>
> "Much more could be stressed in cleaning floors, rugs, walls, etc."
>
> "Care of surfaces was most lacking".
>
> "...there should be more discussion and follow-up - lessons - for example on stain removal, ironing, care of furniture, etc."
>
> Comments of the respondents in the experimental group were:
>
> "not studied - have learned most of this on my own."
>
> "I feel laundry techniques definitely should be emphasized more."

"This did not apply as it would have in the resident course, but it would have been helpful in many cases."

"obtained some through home equipment course, non-existent in home management." (non-resident course)

MANAGEMENT OF EQUIPMENT AND FURNISHINGS	EXPERIENCE EVALUATION PERCENTAGES					
	Adequate		Very Helpful		Most Helpful	
	Resi-dent	Non-Res.	Resi-dent	Non-Res.	Resi-dent	Non-Res.
Small equipment.	28.1	23.4	19.3	7.4	38.6	14.8
Body mechanics	33.3	27.2	12.1	23.4	31.6	16.0
Types of floor covering.	36.8	19.8	19.3	17.3	24.6	7.4
Types of coffee makers.	22.8	17.3	12.1	6.2	12.1	4.9
Types of wood surfaces.	36.8	11.1	5.3	11.1	7.5	4.9
Care of laundry.	40.3	25.9	15.8	8.6	29.8	8.6

Food Management

The respondents of the control group considered the experiences in food management in the home management residence to be most helpful. The adequacy ratings for the items in this category ranged from a low of eighty-four percent to a high of ninety-three.

These same percentages for respondents from the experimental group ranged from a low of twenty-nine to a high of fifty-five.

The remarks of the respondents in the control group were both complimentary and critical.

"This phase of resident living was especially helpful...it reinforced what was learned in earlier food classes."

"The new experiences I had in the home management residence were in different styles of service and in planning table decor."

"We lived in the house too short a time to do much of this."

"Preparing food was the best learning experience I had in the house."

"Planning meals served days ahead was my most helpful experience because I am now both a homemaker and a teacher."

"A great emphasis was placed on food preparation."

"Creativity should have been stressed more here."

Many of the respondents in the experimental group considered the meal management course provided them with many of the experiences in this area. Those who lived in apartments practiced these activities in private apartments. Many found the experiences non-existent in the non-resident course, none had lived in the home management residence. These individuals stated: "This is basically the reason I feel residency should be required of all students in Home Economics."

FOOD MANAGEMENT	EXPERIENCE EVALUATION PERCENTAGES					
	Adequate		Very Helpful		Most Helpful	
	Resi-dent	Non-Res.	Resi-dent	Non-Res.	Resi-dent	Non-Res.
Advance planning of balanced menus.	8.8	14.8	26.3	11.1	57.9	27.2
Budget meals.	12.1	16.0	22.8	11.1	57.9	27.2
Variety of types of meals.	7.0	13.6	22.8	12.3	59.6	22.2
Proper food storage.	17.5	21.0	28.1	6.2	43.9	2.1
Type of meals to fit with campus schedule.	12.1	22.2	17.5	8.6	56.1	21.0
Supervision of assistants.	28.1	14.8	26.3	18.5	33.3	22.2
Attractive table arrangements for various occasions.	15.8	19.8	21.0	11.1	54.4	19.8
Comparative study of types of food service.	19.3	22.2	14.0	3.7	50.9	12.3

Self-Evaluation of Managerial Experiences

The respondents of the control group valued most highly their experiences of keeping accounts, the purchasing of food for several days instead of for only one meal at a time as required in meal management and their responsibilities as hostess for the group. For the entire group, over half considered the experiences of planning and shopping for food and hostess for the group as most helpful. The respondents in the experimental group were of the opinion that the activities of this category were seldom experienced by them even if they lived in an apartment.

Comments of the control group were:

"Each individual gets out of an experience what he puts into it."

"When you are out in the field, I have girls from families of eight who spend only $25/week on food--not trying to make meals nutritionally balanced--much of the food purchasing and meal planning....were a little too idealistic in the house..."

"I would have liked more instruction and theory in work simplification."

Members of the experimental group who lived in an apartment considered the non-resident course content in this category was inadequate.

One respondent stated:

"I think the girls (who live in the dorm) miss out of a lot of the experiences one gathers from living in an apartment, preparing food within a budget and cleaning the house on a schedule..."

"None of the items listed here apply to the home management course I had..." (non resident)

"I consider the class I had for home management very uninformative and unnecessary since I had been married for three years at the time."

"In our apartment we each contributed a certain amount of money each week and that is all we dared to spend."

"...(Senior High School Teacher) I would have been better prepared if this course offering accented the teaching of home management under the assumption that the course content was already at the command of students. Teaching not the 'content' of the course, but getting others to evaluate their own values and learn how to change..."

"As the non-resident course was during the spring of ____ the course was a waste of time...I would have preferred the residency course."

"I felt I lost a lot of valuable experience and information because I wasn't in the Home Management House."

SELF EVALUATION OF MANAGERIAL EXPERIENCES	EXPERIENCE EVALUATION PERCENTAGES					
	Adequate		Very Helpful		Most Helpful	
	Resident	Non-Res.	Resident	Non-Res.	Resident	Non-Res.
Menu planning.	19.3	27.2	24.6	11.1	52.6	19.8
Food purchasing.	22.8	27.2	17.5	12.3	54.4	17.3
Household accounts.	21.0	27.2	21.0	12.3	45.6	12.3
Hostess for group.	26.3	29.6	15.8	12.3	52.6	11.1
Directed work of others.	22.8	19.8	22.8	7.4	36.8	4.9
Work simplification methods.	29.8	28.4	17.5	17.3	33.3	19.8
Evaluation of group methods.	31.6	23.4	21.0	2.5	35.1	6.2

Self-Evaluation of Total Group Experiences

The respondents in the control group considered their own managerial experiences more helpful than their group living experiences. Seven in ten regarded the group procedures and choice making opportunities as democratic. Eight in ten thought group goals were successfully established. Slightly more implied that efficient organization of work was developed. Only two in ten considered experience in planning the work done by paid service as adequate. Six in ten believed the type, amount, and time of

group entertainment experiences were adequately balanced in the schedule. Eight in ten considered the total time spent in resident living was adequate. Three-fourths of the group regarded the time for study and campus activities was adequate while they resided in the house.

The majority of the respondents in the experimental group considered their group living experiences as related to the non-resident course as adequate.

A few of the comments from the experimental group were:

> "I gained so much more from this (apartment) experience than from my home management non-residency class. If we had faculty supervision (in apartment) we would have benefited more. Our projects could have been applied to our apartment situation instead of hypothetical situations. I would recommend that dorm students be <u>required</u> to live in the house..."
>
> "...I received more valuable experience living in apartments for two years than I did from the actual (non-resident) course."

A few of the notations related to the self-evaluation of total group living experiences by the respondents of the control group were:

> "...Living in the home management house was one of the most valuable, practical and delightful experiences of my college career..."
>
> "...At the time I lived in the Home Management House, it seemed rather ridiculous -- too much pressure, always under observation. But now I look back on that period of a few weeks as one of the most valuable learning experiences of my college career..."
>
> "...If you are wondering if this course has value -- I would say a definite Y E S !! I still remember what I learned and the fun I had ..."
>
> "My experience in Home Management residence was valuable. I feel a person who does not take the residence course would lose an atmosphere of management -- of food, time, money. Working and living in this unit was an <u>excellent</u> experience."

SELF-EVALUATION OF TOTAL GROUP LIVING EXPERIENCE	Adequate		Very Helpful		Most Helpful	
	Resi-dent	Non-Res.	Resi-dent	Non-Res.	Resi-dent	Non-Res.
Desirable democratic procedures choice making opportunities.	33.3	28.4	17.5	8.6	22.3	7.4
Successful establishment of group goals.	40.3	29.6	21.0	7.4	21.0	4.9
Development of efficient organization of work.	21.0	27.2	35.1	14.8	29.5	7.4
Planned paid service.	14.0	12.3	---	3.7	5.3	2.5
Entertainment schedule type, amount, and times.	35.1	24.7	8.8	3.1	15.8	1.2
Period in resident adequate.	33.3	9.9	14.0	---	31.6	1.2
Free time schedule for group activities was adequate.	36.8	17.3	8.8	2.5	15.8	1.2
Time for study and campus activities adequate.	42.1	16.0	17.5	4.9	17.5	4.9

General comments from the respondents in the control group.

"This survey is a good idea..."

"I would appreciate the type of interest shown here in other Home Economics departments..."

"...How about different forms of Home Management living (apartment, home, trailer, room, etc.) In my opinion, the Theory Course was very idealistic, and didn't cover many of the practical points and information the girls got by living in the house. Because I was working at the dorm, I was unable to leave for those three weeks to live in the house...I realize it is physically impossible to have all Home Economics majors live in the house...but could non-resident girls...spend some time there...to observe organization and have management in action!!"

"...Such a schedule (resident living) is possible to maintain, but not without difficulty or fatigue. It's comparable experience to successfully managing household and working full-time after one is married..."

"I feel the residency is very important. It could definitely be longer..."

"I found that living in the Home Management House was an aesthetically satisfying experience because the furnishings were so much nicer than those of the apartment in which I had been living..."

Relationships of Selected Characteristics

When the rating of experience of participation in formulating satisfactory group living guidelines for

(1) non-existent,

(2) inadequate,

(3) adequate,

(4) very helpful, and

(5) most helpful

were studied, a favorable relationship was recognized with the following experiences indicated by the home management control group.

Question No.	Home Management Experiences
14	Accepted responsibility for work indicated by group house meetings.
16,17,18	Determined distribution of budget
26	Respect value of others
27	Help resolve group conflict
30	Self-evaluation
31	Have opportunities for making decisions
51	Planned balanced meals several days ahead
58	Compared ways of serving food with the group
59	Planned menus
60	Purchased food

An inverse relationship existed for the control group with the following experiences.

Question No.	Home Management Experiences
21	Planned calendar for group entertainment and free time.

Neither favorable or inverse relationships were evident for any of the home management experience for the experimental group.

With the experience (14) of accepting responsibility for work indicated by group house meetings, favorable relationships existed for the control group with the activity of:

Question No.	Home Management Experiences
19	Planned group work and listed activities for each job.
20	Planned calendar for dates and job rotation for each person.
21	Planned calendar for group entertainment and free time.
22	Incorporated acceptable ways of entertaining guests.
28	Assist in setting goals and standards for group.
29	Live by group decisions.
31	Have opportunities for making decisions balanced.
51	Plan menus several days ahead.
52	Plan menus to adjust to daily budget.

The respondents in the control group who found their experiences helpful in the developing of respect for the values of others, found these had favorable relationships with:

Question No.	Home Management Experiences
27	Resolving group conflict.
28	Assisting in setting goals and standards for groups.
29	Living by group decisions.
30	Self-evaluation.
31	Having opportunities for making decisions.

When the respondents in the control group who considered the evaluation of their own managerial experiences in home management with other experiences, favorable relationships were found for:

Question No.	Home Management Experiences
58	Comparing ways of serving food with the group.
59	Planned menus.
60	Purchasing of food.
62	Responsible as hostess for the group.
66	Had desirable democratic procedures and choice making opportunities.
67	Group goals were successfully established.
68	Efficient organization of work was developed.
73	Adequate free time for study and campus activities.

Cumulative Grade Point Averages

When the cumulative grade point averages were studied in relation to the respondents evaluation of home management experiences, the trends were slightly inverse for those with grade point average of 2.7 or less. They rated their experiences as most helpful more frequently than the students with grade point averages above 3.0.

When these grade point averages were studied in relation to home management experiences, the following comparisons were observed for the fifty-seven respondents in the control group and the eighty-one respondents in the experimental group.

Cumulative Grade Point	Resident	Non-Resident
2.0 - 2.3	7.0	4.9
2.4 - 2.8	29.8	33.3
2.9 - 3.2	43.8	37.0
3.3 - 3.6	12.3	19.7
3.7 - 4.0	7.0	4.9

The cumulative grade point average appears to have a normal curve for both the control and the experimental group.

If the respondents could enroll in the home management laboratory for the first time next semester, would they enroll in the same course.

WOULD ENROLL IN THE SAME COURSE THIS SEMESTER

Cumulative Grade Point	Resident	Non-Resident
2.0 - 2.3	50.0	50.0
2.4 - 2.8	94.1	70.3
2.9 - 3.2	84.0	60.0
3.3 - 3.6	85.7	56.2
3.7 - 4.0	75.0	25.0

In the control group, approximately seven in eight would enroll in the resident course again. The reasons given, such as - married, or money, appear to be more important than cumulative grade point average.

There were two in five in the experimental group who would register in the resident course if enrolling this semester. In this group, it appears that as the cumulative grade point increases, the number who would enroll in the resident course also increases. There is an inverse relationship between the cumulative grade point average and those who initially enrolled in the non-resident course.

Did the respondents observe noticeable changes in interest in home management after completion of the laboratory course?

OBSERVED INCREASED INTEREST IN HOME MANAGEMENT

Cumulative Grade Point	Resident	Non-Resident
2.0 - 2.3	25.0	--
2.4 - 2.8	40.9	9.0
2.9 - 3.2	38.1	9.0
3.3 - 3.6	26.0	8.6
3.7 - 4.0	37.5	12.5

The interest in home management was more likely to be stimulated as a result of the resident course than in the non-resident course. The control group's interest was three or four times as great as that of the non-resident respondents.

CHAPTER V

SUMMARY

Almost fifty percent of the home economics education graduates for the years 1966, 1967, and 1968 responded to a precoded questionnaire for evaluating their undergraduate home management experiences.

The respondents who enrolled in the traditional home management resident course were considered the control group. Those who had enrolled in the new resident course were treated as the experimental group.

Eighty-four percent of the control group and sixty percent of the experimental group would enroll in the same home management course if they had the opportunity to enroll next semester. Reasons given by the control group who would change were adjustment of schedules for marriage, money, and part-time employment. The experimental group gave their reasons for selecting the non-resident course: marriage, sharing an apartment, double cost, and the class work was more evenly spread over the semester.

Most of the criticisms about the resident course were from one third of the respondents who had enrolled in the non-resident course. Some considered the resident course unrealistic. It was too formal. There was lots of pressure due to the longer hours created by the short period in residence.

The forty percent in the non-resident course who would now select the resident course would do so because they thought they would learn more. Discipline was beneficial for they had not benefited from the hypothetical projects in non-resident course.

The control group valued most highly their home management experiences in self evaluation. Second in importance were their experiences in group planning, purchasing and preparing food for several days. Rated third was their individual and group relationships. Ranked fourth was their partici-

pation and evaluation for group living.

From twenty to thirty percent of the experimental group considered the opportunities of home management experiences, comparable to those found in the resident courses, as non-existent. Therefore few of those in the non-resident course evaluated their experiences as adequate, being helpful or most helpful. Few of these group percentages were over fifty percent.

As the cumulative grade point averages for the experimental group improved, the number of the respondents who would select the resident course today increased.

As the cumulative grade point average of the control group decreases, the number of respondents who rated their home management resident experience as very or most helpful increased.

The findings show significant weaknesses in performances in the non-resident course.

In retrospect many of the control group considered the few weeks they lived in the home management resident as one of the most valuable learning experiences of their college career.

Even though many of the experimental group lived in an apartment while an undergraduate student, they would select the resident course if they were to enroll in a home management course today.

CONCLUSIONS

The respondents made a number of suggestions which should be considered in restructuring of the home management courses.

Feasible methods for implementating home management experiences will include more than one type of a course.

A. The control and experimental groups both implied that the traditional home management resident course should be:
   1. required of all students who live in a dormitory
   2. not required of married students
   3. available to all students who wish to elect the course

B. A home management course should be given for students living in private apartments. The course should offer decision making opportunities, food management, budgeting, practical projects on household care. Faculty supervision and home visits should be provided.

C. More attention should be given to a number of areas considered weak in the current courses in home management. These areas are:
   1. small appliances
   2. laundry techniques
   3. wood finishes
   4. rugs and other fabric furnishings
   5. works simplification methods
   6. storage---adequate, convenient, attractive
   7. food and budget management for a group for several days

D. Suggestions for the correction of weaknesses mentioned in Section C were:
   1. Improve the home management invididual and group projects for both courses - resident and non-resident.

2. Improve course content in several existing courses as:
   a. home equipment
   b. care of textiles
   c. housing and storage
   d. meal management - one meal versus practical experience for several days
3. Use team teaching in the home management resident course.
4. A few new courses to be considered are:
   a. laundry techniques
   b. large home appliances
   c. small appliances
   d. work simplification
   e. Physical aspects of home furnishings and finishes

E. The non-resident course as offered in 1966, 1967, and 1968 should be discontinued.

Some special factors for home management experiences will always be important to the students. There will be exceptions and the need to evaluate special cases individually.

There should be continuing research to develop multifactorial models of explanation including social and psychological factors. Ways to remove the deficiencies in subject matter areas for home management experiences should be determined. More team teaching would utilize more fully the training of faculty in specialized areas at the same time students would benefit by the increased depth and scope of instruction and available resources.

APPENDIX

STOUT STATE UNIVERSITY

MENOMONIE, WISCONSIN
54751

Dear Stout Graduate:

Since 1966 the Stout State University Department of Home Management, Economics, and Equipment has offered courses in Home Management Theory with two types of laboratory experiences (1) resident and (2) non-resident. In February 1969 a semester three credit theory course will be offered to Juniors and one credit laboratory courses will be available to Seniors who completed the theory course.

Since graduation you have had an opportunity in your day to day work or living experiences to evaluate the strengths and weaknesses of your training while at Stout State University. You are now in a position to provide information which will aid us in training students to better fulfill their functions as professional home economists. In contacting the 1966, 1967 and 1968 graduates in Home Economics Education I am soliciting your help and cooperation in evaluating in retrospect your experiences in the Home Management laboratories - residency or non-residency. In the non-residency laboratory students have in conference with the instructor selected a project which seemed most suitable to their interests and to off campus facilities available to them.

The purpose of the Home Management laboratory is to provide the Home Economics major with the opportunity to summarize through application of the skill and learnings from previous courses, including group relationships.

Will you please complete the enclosed evaluation form on Home Management instruction so that we may make a comparative analysis of the two laboratory methods. Whatever comments and constructive suggestions you may have concerning the ways in which these courses at Stout may adjust their instruction to meet present day needs will be appreciated.

In order that further follow up will not be necessary, please complete the form without delay and mail it to Dorothy F. Dunn, Ph.D., Chairman, Department of Home Management, Economics, and Equipment, School of Home Economics, Stout State University, Menomonie, Wisconsin 54751, by February 14, 1969.

No names are to be used in the analysis or the final report of this evaluation.

May I thank you in advance for your interest and cooperation in an early response. This project is of concern to those planning for the new Home Economics building at Stout.

Sincerely,

Dorothy F. Dunn, Ph.D., Chairman
Home Management, Economics
and Equipment Department

51/52/ 53

Please mail completed questionnaire to Prof. Dorothy F. Dunn, Ph.D., Chairman, Department of Home Management, Economics, and Equipment, School of Home Economics, Stout State University, Menomonie, Wisconsin 54751.
An early reply will be appreciated. Thank you for your cooperation.

EVALUATION OF HOME MANAGEMENT LABORATORY EXPERIENCES BY GRADUATES
(1966 - 1968)

Name_____ Study Number_____ (1-3)
Street address_____
City and State_____ Zip Code_____
4. Present position, title_____
Business address_____

5. How long have you held this position? (circle one), 1 2 3

6. At Stout University in which home management course were you enrolled?
(1) Non residency_____ (3) residency_____ (4) does not apply_____

If you were enrolled in non-resident laboratory describe the general nature of the project you performed: (1a) individual_____; (2a) Group_____; (check one)
Describe:_____

7. Which year and semester I or II did you enroll in the Home Management course?
(a) 1965-66_____; (b) 1966-67_____; (c) 1967-68_____;
(d) summer school_____; (e) pre session_____.

8. When did you live in the Home Management House?
(a) does not apply_____ (c) middle of the semester
(b) early in the semester_____ (d) late in the semester

9. If you had the opportunity to enroll in a University Home Management laboratory course for the first time next semester would you enroll in the laboratory course (a) resident_____; (b) non-resident_____; (c) Why would you make this choice?_____

10. With which group did you observe the most noticeable change in their interest in Home Management - those:
(a) who lived in home management resident_____
(b) who were in the non-resident course_____
(c) you could not distinguish any difference in the two groups_____

List in order of priority the activities that you would recommend:

(d) needs more emphasis	(e) needs less emphasis
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

11. List the courses by title that you would require for prerequisites:

Home Management Courses		Prerequisites:
(a) Theory	1	
	2	
	3	
(b) Residency living:	1	
	2	
	3	
(c) Non-residency laboratory	1	
	2	
	3	

EXPERIENCES IN HOME MANAGEMENT
Home Management 403 or 403R

Please indicate the value of your experiences below.

1. Non-Existent
2. Inadequate
3. Adequate
4. Very Helpful
5. Most Helpful

	1	2	3	4	5
GENERAL EXPERIENCES IN PLANNING FOR GROUP LIVING:					
12. Lived in an adequately furnished house_____apartment_____.					
13. Participated in formulating satisfactory group living guidelines.					
14. Accepted responsibility for work indicated by group house meetings.					
15. Cooperated with supervision of faculty.					
16. Determined distribution of budget for daily food, meals out.					
17. Determined distribution of budget for weekly flexible items.					
18. Determined distribution of budget for entertainment.					
19. Planned group work and listed activities for each job.					
20. Planned calendar showing dates and job rotation for each person.					
21. Planned calendar for group entertainment and free time.					
Comments:					
PLANNED OPPORTUNITIES IN SOCIAL USAGE TO -					
22. Incorporate acceptable ways of entertaining guests.					
23. Stress proper introductions and other special social graces.					
24. Make each hostess responsible for conversation.					
25. Stress poise in table manners.					
Comments:					

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Please indicate the value of your experiences below.

1. Non-Existent
2. Inadequate
3. Adequate
4. Very Helpful
5. Most Helpful

	1	2	3	4	5
IN FAMILY LIFE AND RELATIONSHIPS THE INDIVIDUALS, LEARNED TO					
26. Respect values of others.					
27. Help resolve group conflict.					
28. Assist in setting goals and standards for groups.					
29. Live by group decisions.					
30. Self Evaluate.					
31. Have opportunities for making decisions.					
Comments: _____					
FAMILY HEALTH AND SANITATION PRACTICES INCLUDED					
32. Appropriate dress for preparation of food.					
33. Ways to control odors in household.					
34. Proper dishwashing procedures.					
35. Observation of abnormal health conditions of the group.					
36. Knowledge of adequacy of first aid supplies.					
37. When warranted use of clinical thermometer to check health.					
38. Serving meals to isolated members of group while ill.					
39. Adjusting of total household schedule to protect health of group.					
Comments: _____					
IN STUDY OF STORAGE AND WORK AREAS, AN INDIVIDUAL					
40. Checked kitchen storage location for point for first use.					
41. Coordinated location of tool storage with work space.					
42. Stored equipment where easy to see, reach and grasp.					
43. Planned attractive arrangement of storage.					
44. Checked cleaning equipment storage location on each floor.					
Comments: _____					
IN MANAGEMENT OF EQUIPMENT AND FURNISHINGS, AN INDIVIDUAL					
45. Used different types of small equipment; sweepers, skillets, grills.					
46. Learned importance of body mechanics in household activities.					
47. Cared for several types of floor covering.					
48. Learned techniques of using several types of coffee-makers.					
49. Cared for several types of finished wood surfaces.					
50. Sorted and cared for laundry (commerical or home).					
Comments: _____					

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Please indicate the value of your experiences below:

1. Non-Existent
2. Inadequate
3. Adequate
4. Very Helpful
5. Most Helpful

	1	2	3	4	5
IN FOOD MANAGEMENT, EACH INDIVIDUAL HAD THE OPPORTUNITY TO:					
51. Plan balanced menus several days ahead.					
52. Plan menus to adjust to daily budget.					
53. Prepare and serve different types of meals.					
54. Store food properly.					
55. Carry full campus schedule while preparing meals.					
56. Supervise assistants.					
57. Set attractive tables for various occasions.					
58. Compare ways of serving food with the group.					
Comments: _____					
IN EVALUATION OF YOUR OWN MANAGERIAL EXPERIENCES IN THE HM COURSE, YOU:					
59. Planned menus.					
60. Purchased food.					
61. Kept accounts.					
62. Acted as hostess for group.					
63. Directed work of others.					
64. Used work simplification methods.					
65. Evaluated individuals fairly by group.					
Comments: _____					
IN AN EVALUATION OF TOTAL GROUP LIVING EXPERIENCE, YOU FOUND:					
66. Desirable democractic procedures and choice making opportunities.					
67. Group goals were successfully established.					
68. Efficient organization of work was developed.					
69. Planned work to be done by paid service (com'l laundry, etc.)					
70. Type, amount, and times of entertainment balanced in schedule.					
71. Scheduled total time for residency adequate (_____days).					
72. Scheduled free time for group activities as a whole adequate.					
73. Adequate free time for study and campus activities.					